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ABSTRACT

This report describes an off-campus alternative to traditional summer school sponsored by De Anza College and College of the Redwoods (California). Three twelve-day, concentrated summer programs, called "Action Learning Modules", utilized an interdisciplinary approach. The first module combined oceanography, marine biology, and scuba diving. A second session offered Forest-Ecology, including forestry, ecology, and economics; or Ecology-Science-Theology, including work in astronomy and the philosophy of religion. Choices in a third session included Native American Studies and arts and crafts combined with cultural anthropology; or a Wilderness module, with survival techniques, outdoor recreation and camping, and geology. Both faculty and students rated the modules as academically challenging, very rewarding, and worthy of future continuation. Guidelines are offered for colleges who may wish to develop similar programs. (ER)

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# DE ANZA SUMMER COLLEGE

## EVALUATION REPORT 1974

JC 750 098

SUMMER COLLEGE "BY THE SEA"

Evaluation Report

1974

Students today are more concerned in pursuing their own interests and inquisitiveness than performing routine chores that satisfy requirements they consider illogical. They become impatient with traditionally oriented programs and show more interest in acquiring skills through an active class.

With this concept in mind, let me introduce De Anza's Summer College "By the Sea," a unique approach to learning in "Action-Learning Modules" emphasizing student participation. The program provides an intensive immersion for both student and faculty, a community of scholars, wholly unattainable on a busy, sophisticated urban community college campus. The College of the Redwood campus, located in Eureka, California, was chosen as the summer college site as a satellite campus to provide an educational-recreational concept in a living-learning environment.

Again, the selection of the teaching faculty proved to be a most important ingredient for the success of the program. They proved that courageous and imaginative teachers must create a lively and stimulating atmosphere for learning.

Good teaching depends not only on the teacher's behavior but also on the characteristics of the learners and the nature of the learning experience of the curriculum. Students in the "College by the Sea" possessed a sense of freedom and personal worth that encouraged and allowed them to be independent, honest, and self-reliant.

Student and staff response to the Summer College "By the Sea" was overwhelmingly positive. One-hundred and eleven out of one-hundred and thirteen answers to a student evaluation questionnaire indicated enjoyment of the De Anza-College of the Redwood cooperative program. Two typical student comments follow: "I'm sure I will retain as much or more knowledge of the individual subjects in addition to gaining an understanding of the integrated relationships existing among the subject areas. Also, we had a good time doing it." "Where else, can we as students, have a real life experience of

visiting a recent lumbered forest area and listen to an intellectual discussion between a forestry and biology [ecologist] instructor attack a subject from opposing view points and have an economist interpret the discussion in monetary terms?"

The faculty was asked to evaluate the program regarding the compressed time schedule, academic integrity, preparation difficulty, location, student profile (interest and achievement), and professional growth opportunities.

Some typical faculty responses in each category follow:

> "The compressed time schedule reduces much of the repetition in individual classes."
>
> "The preparation seemed more exacting than from a course taught in a longer time span."
>
> "It was most enjoyable observing students investigating relationships and attitudes in a more scholarly approach."
>
> "A beautiful location---it provided a setting for total immersion into the subject which is tranquil, reflective and free of city stimulation and diversions."
>
> "Humboldt County offered a touch of the past along with many of the contemporary Indian problems."
>
> "This experience will enable me to better explain the ecological problems associated with forestry and its practices."
>
> "Good sense of community among students makes learning more personal and longer lasting."
>
> "Students received a realistic exposure to Indian people to a much greater degree than would be possible in an on-campus class setting."

In addition to the overwhelmingly favorable student and faculty response, mass media confirmed the public interest in the unique project by coverage on both television and in a weekend magazine. San Jose's ABC affiliate, KNTV, produced an on-location special, "Wilderness College," which is in contention for a television award. The weekend magazine of the Palo Alto Times, Peninsula Living, published a cover feature story, titled "De Anza-by-the-Sea."

This off-campus program concept fulfills the Donald Snyggs' Conditions for Optimal Learning:

1. A flexible curriculum, in the sense that the goals it presents must be appropriate to the personal value system, the self-concept, and the present understanding and skill of the student.

2. A classroom setting in which the student is free to explore and express his own perceptions of the situation without fear of humiliation or reprisal.

3. It is important that the curriculum and the school situation give the student the opportunity to test his perceptions of reality by acting on them.

4. In learning, the important evaluation is the one made by the learner. To make this evaluation as realistic as possible, he should see the results in as realistic situation as possible, and in a social situation.[1]

After two summers of presenting this off-campus program, with improvements made each year, De Anza is undertaking the planning of the forthcoming summer's program with the following comments and recommendations:

1. Continue to apply subject matter theory directly to the natural environment of "Life Laboratories."

2. Reinforce the feeling that hard work in the academic world can be exciting, stimulating, rewarding, as well as practical.

3. Select imaginative and industrious faculty. Instructors must be selected on the basis of compatable educational philosophy, flexibility, high energy level, cooperative nature, and highly student oriented.

4. Develop complementary curricula in each module, emphasizing real-life situations.

5. Choose a host institution whose natural setting complements the

---

[1]"A Cognitive Field Theory of Learning," Learning and Mental Health in the School (1968), pp. 83-91.

offered curricula of that module.

6. Use existing curricula wherever possible. But new curricula may need to be created to insure a maximum learning experience.

7. Plan and coordinate in advance with the departments and staffs of each host institution.

8. Offer such modules at the end of the Spring term or immediately prior to the Fall term, apparently the best times.

9. Limit students to two academic and one recreational type course per module.

10. Insure that each student enrolled in a module participates in all the courses in the module.

In conclusion, both student and staff evaluations of the Summer College "By the Sea" indicate it was a successful and rewarding experience. Each of the one-hundred and thirteen students who answered the student evaluation recommended this two-week educational offering be repeated next summer. College of the Redwoods, located in the heart of the Redwood Forest industry and Fishing industry, proved to be an excellent site for the summer program. The close proximity of the Hoopa and Hurok Indian Reservations, the natural ecological communities, and wilderness area stimulated both learners and teachers. The College of the Redwoods' Administration, Faculty, and Staff deserve our thanks for their generous hospitality and affable attitude in making our program a success.

EXHIBITS

1. Summer Class Outline

2. Faculty Evaluation Form

3. Student Evaluation Results (5)

# DE ANZA SUMMER COLLEGE

SESSION I - June 17-29

OCEANOGRAPHY MODULE

| | |
|---|---|
| Marine Biology | 4 units |
| Oceanography | 4 units |
| Scuba Diving | 1 unit |
| Recreation | 1 unit |

SESSION II - July 8-20

FORESTRY-ECOLOGY MODULE

| | |
|---|---|
| Biology | 4 units |
| Forestry | 2 units |
| Economics | 4 units |
| Recreation | 1 unit |

SCIENCE-RELIGION MODULE

| | |
|---|---|
| Astronomy (universe) | 2 units |
| Astronomy (observational) | 3 units |
| Philosophy of Religion | 4 units |
| Recreation | 1 unit |

SESSION III - July 29-August 10

WILDERNESS MODULE

| | |
|---|---|
| Camping Education | 3 units |
| Geology | 3 units |
| Survival Techniques | 1 unit |
| Recreation | 1 unit |

NATIVE AMERICAN STUDIES MODULE

| | |
|---|---|
| Native American Studies | 3 units |
| Cultural Anthropology | 4 units |
| Native American Arts and Crafts | 2 units |
| Recreation | 1 unit |

FUTURE MODULE CONSIDERATIONS:

Oceanography - Marine Biology
Biology - Philosophy
History - Pottery

Native American - Anthropology
Forestry - Wildlife Ecology
Camping Education - Botany

SUMMER COLLEGE "BY THE SEA"

1974

FACULTY EVALUATION

It would be appreciated if you would provide a written evaluation of your "ACTION LEARNING MODULE".

Comments on the following topics would be appreciated:

1. General concept of "Action Learning Module" - team teaching concept, compressed time schedule, etc.

2. Your own particular course - preparation difficulty, academic integrity, would you offer it again?

3. Location for your module (College of the Redwoods) - specific attraction, consider returning?

4. Professional growth opportunities. (New teaching or evaluative techniques?)

5. Student response - compare to on-campus class, more or less interest, other characteristics.

6. Dorms, food, transportation, administrative support, recreation - comments appreciated.

7. Can we defend (to our peers) this type of program - your comments appreciated.

COLLEGE OF THE REDWOODS
1974

STUDENT EVALUATION

OCEANOGRAPHY MODULE

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As part of our agreement with the two Community College District Boards of Trustees, we are asking you to summarize a student evaluation of our Summer College by the Sea at College of the Redwoods.

1. Did you enjoy your two-week module?

   Yes 40 No 1

2. Were the classes academically challenging enough for you?

   Yes 41 No 0

3. Was there too much instructional material to be learned in a two-week session?

   Yes 24 No 17

4. Evaluate the following De Anza courses:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Biology 13 | 24 | 12 | 1 | 0 | 2 |
| P.E. 60 | 13 | 16 | 8 | 2 | 0 |

5. Evaluate the following College of the Redwoods course:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Ocean 10 | 17 | 16 | 6 | 0 | 0 |

6. The recreational program provided was: Satisfactory 33 Unsatisfactory 8

   Comments:

7. In general, was this kind of educational experience more rewarding than the classes usually taken on campus?

   Very Rewarding 28 Rewarding 13 No Difference 0 Detrimental 0

8. Do you recommend that this type of two-week educational offering be continued next year?

   Yes 41 No 0

9. Were the dorm facilities adequate?

   Yes 31 No 4

10. Was the food service:

    Outstanding 8 Very Good 20 Average 8 Poor 0

    Comments:

11. This is your opportunity to discuss, in general, your reflections of the two-week summer experience; including the instruction, organization, suggestions for improvement, location, etc.

COLLEGE OF THE REDWOODS
1974

STUDENT EVALUATION

FORESTRY-ECOLOGY MODULE

As part of our agreement with the two Community College District Boards of Trustees, we are asking you to summarize a student evaluation of our Summer College by the Sea at College of the Redwoods.

1. Did you enjoy your two-week module?

   Yes 26 No 0

2. Were the classes academically challenging enough for you?

   Yes 25 No 1

3. Was there too much instructional material to be learned in a two-week session?

   Yes 8 No 18

4. Evaluate the following De Anza course:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Biology 15 | 4 | 18 | 3 | 1 | 0 |

5. Evaluate the following College of the Redwoods courses:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Forestry 1 | 9 | 14 | 3 | 0 | 0 |
| Economics 1A | 12 | 11 | 2 | 0 | 1 |

6. The recreational program provided was: Satisfactory 23 Unsatisfactory 3

   Comments:

7. In general, was this kind of educational experience more rewarding than the classes usually taken on campus?

   Very Rewarding 17 Rewarding 8 No Difference 1 Detrimental 0

8. Do you recommend that this type of two-week educational offering be continued next year?

   Yes 26 No 0

9. Were the dorm facilities adequate:

   Yes 20 No 2

   Comments:

10. Was the food service:

    Outstanding 3 Very Good 11 Average 7 Poor 2

    Comments:

11. This is your opportunity to discuss, in general, your reflections of the two-week summer experience; including the instruction, organization, suggestions for improvement, location, etc.

COLLEGE OF THE REDWOODS
1974

STUDENT EVALUATION

SCIENCE - RELIGION MODULE

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As part of our agreement with the two Community College District Boards o
we are asking you to summarize a student evaluation of our Summer College
at College of the Redwoods.

1. Did you enjoy your two-week module?

Yes 14 No 0

2. Were the classes academically challenging enough for you?

Yes 14 No 0

3. Was there too much instructional material to be learned in a two-wee

Yes 10 No 4

4. Evaluate the following De Anza courses:

| | Outstanding | Above Average | Average | A "Dr |
|---|---|---|---|---|
| Astronomy 56 | 10 | 3 | 1 | 0 |
| Astronomy 2 | 11 | 3 | 0 | 0 |

5. Evaluate the following College of the Redwoods course:

| | Outstanding | Above Average | Average | A "Dr |
|---|---|---|---|---|
| Philosophy of Religion | 9 | 1 | 4 | 0 |

6. The recreational program provided was: Satisfactory 14 Unsati

Comments:

7. In general, was this kind of educational experience more rewarding t
usually taken on campus?

Very Rewarding 6 Rewarding 7 No Difference 0 Detri

8. Do you recommend that this type of two-week educational offering be

Yes 14 No 0

9. Were the dorm facilities adequate:

Yes 6 No 3

Comments:

10. Was the food service:

Outstanding 1 Very Good 3 Average 2 Poor

Comments:

11. This is your opportunity to discuss, in general, your reflections o
summer experience, including the instruction, organization, suggest
improvement, location, etc.

COLLEGE OF THE REDWOODS
1974

STUDENT EVALUATION

WILDERNESS MODULE

As part of our agreement with the two Community College District Boards of Trustees, we are asking you to summarize a student evaluation of our Summer College by the Sea at College of the Redwoods.

1. Did you enjoy your two-week module?

   Yes 17 No 0

2. Were the classes academically challenging enough for you?

   Yes 10 No 7

3. Was there too much instructional material to be learned in a two-week session?

   Yes 1 No 16

4. Evaluate the following De Anza courses:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Camping Education | 7 | 4 | 5 | 0 | 0 |
| Survival Technology | 1 | 7 | 4 | 0 | 2 |

5. Evaluate the following College of the Redwoods course:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Geology 10 | 0 | 5 | 6 | 2 | 3 |

6. The recreational program provided was: Satisfactory 12 Unsatisfactory 1

   Comments:

7. In general, was this kind of educational experience more rewarding than the classes usually taken on campus?

   Very Rewarding 10 Rewarding 7 No Difference 0 Detrimental 0

8. Do you recommend that this type of two-week educational offering be continued next year

   Yes 16 No 0

9. Were the dorm facilities adequate:

   Yes 9 No 0

   Comments:

10. Was the food service:

    Outstanding 1 Very Good 3 Average 8 Poor 5

    Comments:

11. This is your opportunity to discuss, in general, your reflections of the two-week summer experience; including the instruction, organization, suggestions for improvement, location, etc.

COLLEGE OF THE REDWOODS
1974

STUDENT EVALUATION

NATIVE AMERICAN STUDIES MODULE

As part of our agreement with the two Community College District Boards of Trustees, we are asking you to summarize a student evaluation of our Summer College by the Sea at College of the Redwoods.

1. Did you enjoy your two-week module?

Yes 14 No 2

2. Were the classes academically challenging enough for you?

Yes 14 No 2

3. Was there too much instructional material to be learned in a two-week session?

Yes 4 No 11

4. Evaluate the following De Anza course:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Antnro. 2A | 13 | 2 | 0 | 0 | 0 |

5. Evaluate the following College of the Redwoods courses:

| | Outstanding | Above Average | Average | A "Drag" | Disappointing |
|---|---|---|---|---|---|
| Native American Studies | 7 | 2 | 3 | 0 | 4 |
| Native American Arts & Crafts | 4 | 5 | 3 | 1 | 3 |

6. The recreational program provided was: Satisfactory 12 Unsatisfactory 0

Comments:

7. In general, was this kind of educational experience more rewarding than the classes usually taken on campus?

Very Rewarding 9 Rewarding 5 No Difference 0 Detrimental 0

8. Do you recommend that this type of two-week educational offering be continued next year?

Yes 16 No 0

9. Were the dorm facilities adequate:

Yes 11 No 1

Comments:

10. Was the food service:

Outstanding 1 Very Good 1 Average 5 Poor 3

Comments:

11. This is your opportunity to discuss, in general, your reflections of the two-week summer experience; including the instruction, organization, suggestions for improvement, location, etc.

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Can an educational experience which elicits the following spontaneous responses from both students and instructors be considered successful in creating an exciting learning environment?

"I've never learned so much in two weeks in my entire life."

"...going out, seeing and experiencing the concepts acquired made the session a unique learning experience that was much more rewarding than any college course I have taken."

"The relationship between the teachers and students was the best thing about the entire two-week 'affair'."

"I've never had an accelerated class before and I think it is more profitable as far as learning and interest."

Dr. Florin Caldwell, Associate Dean of Continuing Education at De Anza College, and Dr. Dean Cunningham, Program Development Specialist and Director of Summer Sessions at College of the Redwoods, both agree that this past summer's experiment in "Action Learning Modules" was one of the most exciting and worthwhile educational programs that they have ever been associated with in their many years as professional educators.

## PHILOSOPHY

The educational philosophy which permeated the program would delight "John Dewey-ites" for it was a real-life laboratory from start to finish. "Experience it!" was the theme; "Become involved-immerse yourself in a learning/doing package!" was the watchword. The outgrowth of such a program is based upon five basic philosophic hyposthese regarding education.

1. Learning is more easily retained when subject matter is interdependent and interrelated, as it exists in life laboratories, than when it is in segmented subject areas.

2. The ability to apply subject matter theory directly to the natural environment of "Life Laboratories" provides the students with a learning experience better than classroom theory alone.

3. Placing students and faculty in a community of scholars relationship for a concentrated time span on limited interdisciplinary subject matter areas, where practice and theory are closely related, is an ideal learning environment.

4. Integration of students, teachers, and subject matter from two distinct academic institutional environments is beneficial to both groups.

5. Hard work in the academic world can be exciting, stimulating, and rewarding, as well as practical.

## THE PROGRAM

Two educators infected with such a philosophy and charged by their respective academic institutions, De Anza College in Cupertino and College of the Redwoods in Eureka, to develop an alternative to traditional summer programs, met and developed the following "Action Learning Module" concept.

Three twelve day concentrated summer sessions were developed through out the summer of 1974. The first "Action Learning Module" combined Oceanography, Marine Biology and SCUBA diving into an Oceanography Module. The second session was divided into two separate modules — Forest-Ecology, a package including Introduction to Forestry, Principles of Economics, and Ecology — Science - Theology which included courses in Philosophy of Religion and Astronomy. The third twelve day session was also divided into two modules — Native American Studies which contained Introduction to Native American Studies, Native American Arts and Crafts, and Cultural Anthropology; a Wilderness module which offered students Survival Techniques, Outdoor Recreation and Camping, and Geology.

## EVALUATION

In addition to constant daily monitoring of students and faculty by the on-site administration from De Anza and College of the Redwoods, a formal questionnaire was filled out by each student and faculty member at the conclusion of each module. Both students and faculty rated the modules as academically challenging, very rewarding, and worthy of future continuation. The quotations found at the beginning of this article were typical of the student and instructor attitudes about the modules and were taken directly from the evaluation instrument. Every student and instructor recommended that such a program be carried on during the following summer.

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## GUIDELINES

Those colleges, that may wish to develop similar programs, may wish to take note of the following suggested guidelines which were found to be invaluable to the success of the De Anza — College of the Redwoods experiment.

1. An on-site administrator from each institution shares the administrative responsibilities of the day to day operations.

2. The host institution should have live-in accomodations on campus or readily accessible inexpensive housing.

3. The host institution should provide a wide variety of recreational facilities for both instructors and students.

4. Total student costs should be kept to an absolute minimum in order for more students to take advantage of the experience. For example, the cost to the students in the 3 modules for 39 meals, 13 nights of lodging, and instruction was $90 per student.

5. Selection of faculty is crucial to success. Instructors must be selected on the basis of (a) compatable educational philosophy, (b) flexibility, (c) high energy level, (d) cooperative nature, (e) highly student oriented.

6. All curriculum in a given module should compliment each other as it would in real life situations.

7. The natural environment of the host institution should compliment the chosen curriculum of a particular module.

8. Existing curriculum should be used wherever possible. However, new curriculum may need to be created to insure a maximum learning experience.

9. Advanced planning and coordination with the departments and staffs of each institution is mandatory.

10. Anticipate possible problems in the areas of field trip transportation, food services, and lodging. For example, field trip schedules when two modules are involved may require student lodging to be contiguous by the module they are attending. Food service schedules must be coordinated with field trips. Transportation costs may be held down with careful planning of complimentary field trips for all the modules within a session.

11. Agreements between the districts should be in writing and be as explicit as possible prior to the initiation of the program. However, they should be flexible enough to allow for equitably settling unforseen problems that may arise after the program begins.

12. From this year's participation, it appears the best time to offer such modules is at the end of the Spring term or immediately preceeding the Fall term.

13. Students should be limited to two academic and one recreational type course per module.

14. All students enrolled in a module must enroll and participate in all the courses in that module.

## FUTURE POTENTIAL

The future of the "Action Learning Module" concept can only be restricted by the limited vision of those developing a module. When encouraged, instructors will develop exciting and challenging academically sound programs, balanced with recreational and entertaining activities which compliment the demanding rigor of the academic portion of the program. As one student commented, "Never have I worked so hard in so short a period of time, and never have I enjoyed doing it so much." Next year De Anza College and College of the Redwoods are planning on expanding this year's program by offering modules at both campuses. Since De Anza College is located in a rich cultural metropolitan area in the heart of the Space Science industry, it plans to offer modules which will benefit from such a natural environment. Some of the proposed offerings will include: (a) Minority Cultures — Social Problems Module (b) Astronomy — Space Science Module; (c) Theater Arts — Dramatic Literature Module; (d) Balloons and Air Ships — Meteorology. College of the Redwoods, located in the heart of the Redwood Forest industry and fishing industry, and surrounded by rural and recreationally rich lands, proposes to continue four of the five successful modules of this summer, and possibly add modules such as: (a) Botany — Photography, (b) Natural Resources — Ecology.

Dr. Florin Caldwell of De Anza College, and Dr. Dean Cunningham of College of the Redwoods, the two administrators that put this unique program together, agree that if a college is looking for an alternate method to present educational material in a challenging and yet educationally sound fashion, then the "Action Learning Module" is one successful way to go.

All the modules were field oriented with a minimal amount of time spent in a formal classroom. The length and time of the learning day was flexible but usually began at sunup and ended long after sundown. Faculty and students were totally immersed in the module.

Each college furnished half of the curriculum, instructors, and student population for the summer program.

The ultimate success of the new experiment in educational learning was made possible through two key ingredients — Cooperation and Innovation.

First, the Boards of the two colleges had to agree to provisions such as: (1) free exchange of students between the two districts (no seat tax charge), (2) division of A.D.A. along curriculum offerings, (3) the educational soundness of the "Action Learning Module" concept.

Second, the complete and complimentary cooperation of the administrations of De Anza College and College of the Redwoods to do whatever was necessary to assure the academic integrity of the program.

Third, the willingness of the instructors to work together to merge separate subject matter areas into one integrated package. This cooperative attitude was best expressed in their "can do" attitude towards every aspect of the program.

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